

# iSEE/POPS 2006-2007 ANNUAL REPORT INSTRUCTIONS

## Generalities

The content and order of the written final report is detailed below. Three originals of the Final Report must be submitted, three-hole punched and not bound in any way. The cover is not single sided, however all other pages must be double sided. The final report may not exceed five double sided pages, plus the cover. Statistical information of services to districts and schools will be exported to USOE via computer as requested during the year. Final export will be due at the same time as the written report, which is on or before Monday, July 2, 2007.

## Content and Order

CLEARLY integrate the sustainable local capacity information requested on the following page into these traditional sections.

**Cover** In addition to the traditional content, include these 2007 stats and totals: number of students, teachers, schools, districts, programs (services delivered), instructional hours, and staff contact hours

**Overview** Briefly state your purpose, mission, education objectives and other important information about your organization.

**Description of Education Services (only those funded by USOE through POPS/iSEE)** for the current year. Includes by category a brief explanation of the program (including the specific core connection and/or focus in Arts or Science, grade level(s) targeted, desired outcomes, and level of expertise of the presenters); a paragraph describing the **\*results of those services**, and a data table of the statistics involved. Use attached data forms.

**Master Plan for Serving Utah Schools** A timeline showing how---among the POPS organizations in the specific arts or science area--- the agreed-upon plan to reach all of the schools in the grade levels served.

**Financial Report** Use the attached form. However, you may shrink the size and delete fields that are not applicable for your organization.

\* Includes as appropriate: a specific illustration of success in one or more of the following: enabling students to develop skills and understanding in arts/science core objectives, furthering the aesthetic intelligence, perceptivity, and sensitivities of students and teachers in the arts and sciences; providing core-based, practical and rejuvenating in-service training for teachers; collaboratively planning with teachers the design of presentations which relate to the core and best meet their local district and/or school needs; providing top quality, relevant, useful, and engaging educational materials.

## BUILDING SUSTAINABLE LOCAL CAPACITY IN THE DISCIPLINE

**Directions:** CLEARLY integrate this information into the traditional sections outlined in the report.

### **Page 1 Student Learning Activities**

- a. Goals. State your organization's specific goals for sharing the discipline creatively and effectively, helping students achieve specific Core Objectives/Life Skills, and how you measure/perceive progress towards those goals.
- b. Strategies. Describe strategies used to engage and address students' understanding of the discipline--- involve them in experiences inherent to the process skills and nature of the disciplines, stimulating relevant inquiry and interactivity with the artists/scientists, and to build capacity at the school for continuation of the programmatic goals.
- c. Summary. Summarize the progress achieved and what has been learned that will help future work.

### **Page 2 Professional Development Activities**

- a. Goals. State your organization's specific goals for engaging and helping teachers to assist their students' achievement of Arts or Science Core Objectives/Life Skills and how you measure/perceive progress towards those goals.
- b. Strategies. Describe strategies used for engaging and helping teachers to identify, develop, and/or expand needed instructional skills.<sup>3</sup>
- c. Summary. Summarize the progress achieved and what has been learned that will help future work.

### **Page 3 Collaboration /Community Building**

- a. Goals. State your organization's specific goals for developing systemic support for Arts or Science Education and how you measure/perceive progress<sup>1</sup> in those goals.
- b. Strategies. Describe strategies used for building community partnerships and the effects of your efforts on students, teachers, and school communities.<sup>2</sup>
- c. Summary. Summarize the progress achieved and what has been learned that will help future work.

### **Page 4-5 Operations**

- a. Evaluation. State your evaluation goals, describe the documentation tools/processes, assessment/evaluation vehicles and processes employed, and what was learned.
- b. Coverage. It is requested that each district receive all the above services, i.e., collaboration, professional development, student instruction. How did it go? Describe your rationale for the amount and type of services you provided, coordination with the other Arts and Science organizations, and how your evaluation of this year's work influences your plans for next year. Include master plan for reaching your targeted age group(s) in every district/school. (RFP and Subsidy organizations are not required to reach all districts/schools.)
- c. Statistics of Services Delivered. Submit electronically through ACCESS.

<sup>1</sup> For example: what evidence will you collect to know if and how effectively you are collaborating in a systemic way with your constituents ( i.e., students, teachers, parents, administrators at the school and district, members of your own organization, USOE, POPS colleagues, and professional colleagues in other states)?

<sup>2</sup>For example: Look for description of content focus, instructional design and delivery, formative assessment and evaluation, and operational planning, needs assessments, planning for visits, feedback from visits; is it evident that the collaboration efforts inform the development of the organization's programming?

<sup>3</sup>For example: Professional development strategies that go beyond one-time activities and are integrated and sustained within the overall plan through methods such as mentoring, peer review, building content knowledge, follow-up activities, and embedding sustainable opportunities for teachers to increase their content knowledge and deliver effective instruction specific to that content knowledge.

## DATA TABLES FOR SERVICES (Feel free to change the colors of the table or remove them according to your own aesthetic.)

Use a separate data table for each program; display it in that section of report. Delete any category that does not apply to the program.

Name of Program	# Students	# Teachers	# Schools	# Districts	# of Programs	# Instructional Hours	# Staff Contact Hours
<b>Outreach</b>							
In-Depth Classroom (A)							
Classroom (C)							
Multi-grade Assembly (C)							
Grade Level Assembly (C)							
Performance (B)							
<b>Field Trips</b>							
Performance (B) or Core-Based Program (D)							
Facilitated Exhibits (D)							
Self Guided (D)							

Teacher PD							
Outreach Mentoring							
Outreach Workshops							
In House Workshops							
Teacher Resources							

For key, see appendix A

## FINANCIAL INFORMATION

### 2006-2007 Summary

Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures

### 2006-2007 Expenditure Summaries by Service Types

Items	From State POPS funding	From Additional funding sources	Total
<b>A. In-depth Experiences</b>			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
<b>B. Performances</b>			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
<b>C. Lecture-Demos/ Presentations/Events</b>			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
<b>D. Exhibit Tours</b>			
Personnel			
Travel			
Materials			
Other (identify)			
Program Total			
<b>Totals for all service types</b>			

## OVERALL ITEMIZATION

### **I. Detail of other sources of Income supporting Education Program**

*(those in addition to own organization and legislative appropriation)*

Organization	Amount

### **II. Detail of Direct Education Program Expenditures** – *breakdown detail attached*

Salaries	Supplies and Equipment	Travel	Program Production Cost-- programs solely for schools	<b>TOTAL</b>

#### **Education “Only” Staff/Presenter Detail**

Position Title	Number of persons serving in this position	Salary and Benefits

### **III. Detail of Allocated Expenditures** (partially school-related costs)

Breakdown detail attached.

Salaries	Allocated “O & M”	Other Allocated Costs	Allocated Program Production Costs	<b>TOTAL</b>

#### **Allocated Staff/Presenter Detail**

Position Title	Allocated percentage	Allocated Salary and Benefits

# **Appendix A**

## Program Details

### Outreach

In-Depth Classroom (A)

A series of programs or residencies delivered to a single classroom emphasizing lower teacher to student ratio which target specific core objectives for that grade.

Classroom (C)

Programs delivered to multiple classrooms of a single grade which target specific core objectives for that grade.

Grade Level Assembly (C)

Programs delivered to multiple classrooms of a single grade which target specific core objectives for that grade.

Multi-grade Assembly (C)

Programs administered to multiple grades which may include relevant core objectives from participating grades.

Performances (B)

Fully produced, professional presentation

### Field Trips

Core Based Program (D)

or

Performances (B)

Programs lead by education staff based on the Utah State Core. Includes pre and post visit activities.

Facilitated Exhibits (D)

Education staff member lead exploration of exhibits which may include pre and post visit activities.



Self Guided (D)	Self Guided Field Trips are teacher facilitated lead exploration of exhibits and may include supporting curriculum resources and educational staff.
<b>Teacher Professional Development</b>	
Outreach Mentoring	Off-site programs with multiple visits aimed at providing teachers with knowledge and training to increase their ability and skill in teaching across various arts/science subject areas.
Outreach Workshops	Off-site programs aimed at providing teachers with knowledge and training to increase their ability and skill in teaching across various arts/science subject areas.
In House Workshops	On-site programs aimed at providing teachers with knowledge and training to increase their ability and skill in teaching across various arts/science subject areas.
<b>Teacher Resources</b>	Topic relevant lesson plans and resources, based on Utah State Core, available to teachers to supplement their classroom teaching activities.

# Students	Number of students have received services between July 1, 2006- June 30, 2007- students are not to be counted more than once
# Teachers	Number of teachers that have received services between July 1, 2006- June 30, 2007- teachers are not to be counted more than once
# Schools	Number of schools that have received services between July 1, 2006- June 30, 2007- schools are not to be counted more than once.
# Districts	Number of districts that have received services between July 1, 2006- June 30, 2007.- districts are not to be counted more than once.
# Programs	Number of times this program has been delivered between July 1, 2006- June 30, 2007. Programs are not to be counted more than once.
# Instructional Hours	Length of this program in hours.
# Staff Contact Hours	Number of staff that delivers the program.

## OPERATIONAL DEFINITIONS AND CLARIFICATIONS FOR ANNUAL REPORTING PURPOSES

### *iSEE/POPS Service*

Includes only those education programs that are approved by USOE

### *In-depth*

(Category A) Instructional experiences sufficient in duration to ensure a positive and lasting impact on classroom instruction and/or teacher performance in the classroom; a developmental series of activities as opposed to stand-alone, unrelated events that do not build upon one another; narrowly focused on the development of specific skills and conceptual understanding---aligned to Fine Arts or Science Core Curricula; typically emerge as residencies or workshop-type events; a venue for students and/or teachers to report student self-assessment of core achievements; a venue for teachers to engage in collegial discussions on resultant student work, their evaluation of the students' self-assessment skills and reflections on instructional practices.

### *Performances*

(Category B) Fully produced, professional presentation, as compared with lec-dem, workshop, informance, classroom presentation

### *Demos*

(Category C) One-time presentations/events; e.g., lec-dems, instructional workshop, art exhibition, student festival/competition

### *Exhibit Tours*

(Category D) Science or visual arts exhibit tours